

# School Improvement Plan

School Year: **2017-2018**  
 School: **Trinity Day Academy**  
 Principal: **Matthew Kravitz**

## Section 1. Set goals aligned to the AIP

**Instructions:** Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	% of students not Proficient/Advanced	% of students in Warning	% of students in Proficient	% of students not Proficient/Advanced	% of students moving from Warning to Needs Improvement	% of students moving from Proficient to Advanced
<b>ELA</b>	63% (N=50)	36% (N=29)	37% (N=30)	38% (N=30)	4% (N=3)	4% (N=3)
<b>Math</b>	95% (N=76)	15% (N=12)	5% (N=4)	46% (N=37)	2% (N=2)	1% (N=1)
<b>Science (grades 6-12 only)</b>	94% (N=75)			56% (N=45)		

\*Total population =80 students

## Section 2. Use data to determine school-specific strengths and weaknesses

**Instructions:** School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improve student outcomes.

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

### Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

### Instructional data:

- Observation data
- Teacher evaluations

### Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- RTI data
- Mobility
- Course failures

### Teacher data:

- Teacher attendance
- Panorama

### **(a) What progress did your school make last year?**

1. 3 students completed graduation requirements of NBPS. This represents 100% of the senior class. One received a diploma, two received a certificate of completion.
2. One of the graduating seniors is enrolled in college (33%) and another is working full time in the community (33%).
3. 100% of graduates completed the BCC college application or employment applications.
4. 100% of students had a fully implemented Behavior Improvement Plan and participated in the therapeutic milieu, which includes weekly individual and group counseling.
5. 50% of students participated in community service activities. This included volunteering at elementary schools and volunteering for the United Way of Greater New Bedford.
6. Student enrollment increased to 80 students, which is a 14% increase from SY 15/16.
7. Dropout data indicated a 33% decrease in dropouts from SY 15/16.
8. During the school year, 5 students that dropped out were re-engaged at TDA, working towards graduation.
9. Daily student attendance showed an increase of 5% from SY 15/16.
10. Community engagement activities and parent nights yielded 60% of families represented at at least one activity.

11. Community gardens on premises successfully yielded food that was used within our culinary program, and also accessed by community agencies (daycare, council on aging) and neighbors.
12. 18% of the student population was transitioned to Least Restrictive Environment by the end of the 16/17 SY.

**(b) What did students struggle with last year? Why? Please consider data by grade level and subject.**

**Questions to consider include:**

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

1. Limited participation from students over age 16
  - a. Students 16 & older have highest absentee rate, highest tardy rate.
  - b. This subgroup has demonstrated the need for multiple retakes of MCAS due to achievement gaps and low performance.
  - c. Majority of this subgroup is undercredited when being referred to TDA.
  - d. This subgroup demonstrates the lowest buy-in with the therapeutic milieu.
2. Low levels of academic achievement
  - a. The majority of work refusal behaviors were displayed in math class, which correlates with the weakest performance area.
  - b. Limited participation in daily homework despite incentives for completion.
  - c. Significant achievement gaps. In the area of math, the lowest performing subgroup is on average performing 5 years below grade level according to STAR assessment.
3. Low attendance
  - a. Average daily attendance was 82% during the SY.
  - b. Average daily student tardies were 10% of the student population.
  - c. 100% of population is diagnosed with a disability that impacts ability to learn in traditional classrooms. This is typically expressed as anxiety/avoidant behaviors and oppositional/refusal behaviors.
4. Inconsistent community/parental engagement
  - a. Despite continued outreach from TDA staff approximately 40% of families never attend any TDA event or conference, including yearly IEP meetings.
5. Students transitioning to LRE returning to TDA the following SY.
  - a. At the start of the 17/18 SY, 30% of students that transitioned to LRE returned to TDA, stating that they did not feel comfortable in larger schools and displayed avoidant behaviors while there (skipping classes, work refusal).

# Initiative 1: ELA



**Team Members:** Principal, TLS, Teachers

## **Final Outcomes:**

### **Teacher Practice Goals**

- By EOY, TDA teachers will implement lesson plans that are rigorous, standards based and in alignment with the LRE programs that students are referred from. These lessons must be student centered, engaging and data driven to help close the educational gap indicated by STAR assessments.
- By EOY, TDA teachers will utilize deeper comprehension exercises from Blooms Taxonomy in preparation for open response questions found on state assessments on a daily basis.

### **Student Learning Goals-**

- By EOY, TDA students will demonstrate a reduction of students identified as “not proficient” by 40%.
- By EOY, at least 10% of TDA students will move up one category from “warning” to “needs improvement” or “proficient” to advanced.”

Measured through STAR & MCAS Assessment.

### **What this means for teachers:**

1. Teachers will work towards more in-depth lesson planning and class preparation that includes: rigorous lessons aligned with district curriculum, assessing student progress on a frequent basis that will help to make corrections in real time, develop district connections with other schools to collaborate on grade level lessons and interweave reteach plans for RTI students.
2. Teachers will continue to make the shift from being teacher-centered to being student-centered in delivering instruction. This includes placing more time and planning on the “you do” of the release of responsibility.
3. Teachers will submit lesson plans to the Principal to collaborate and improve their planning process.
4. Teachers will collaborate with the TLS on coaching opportunities and be open to receiving direct peer feedback on practice improvements that will engage students.
5. Teachers will be provided direct feedback from learning walks with OI and formal observations on lesson delivery, student engagement and use of data to drive instruction.
6. Teachers will be provided the curriculum and materials afforded to the LRE that students are referred from to ensure continuity of education.
7. Teachers will continue to implement differentiation, SEI strategies and other best practices in Special Education to meet the needs of individual students.

### **What this means for building leadership:**

1. Principal will provide written feedback through formal observations on the link between lesson planning and student achievement in class. The focus will be on planning to learn based on individual needs.
2. Principal will work with TLS to provide individual coaching for teachers through coaching plans, observations, direct feedback and review of lesson plans.
3. TLS will support in PD creation and implementation based on identified targeted needs from learning walks, student IEPs, observations and STAR assessment results.
4. Principal will assist SILT and RTI teams in analyzing progress monitoring data that will help drive instruction and reteach plans.

5. Principal will collaborate with other district leaders through learning walks on best practices, targeted PD and specific teacher intervention.
6. Principal will collaborate with OI Liaison on the development of targeted intervention, from lesson planning to assessment analysis. This will include learning walks, standing meetings and shared data analysis.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Continue ELA learning walks with the principal and TLS.
- PD for all staff on the RTI model.
- BOY STAR testing implemented and analyzed, creating RTI grouping and individualized reteach plans.
- Teachers received aligned materials from LRE.
- ELL strategies are implemented in all classes and monitored by learning walks, observations and ELL building based support personnel.
- MCAS data reviewed and used to drive RTI and student scheduling.
- RTI groups identified and modified as needed based on progress monitoring.
- Work with TLS and their continuing efforts with coaching identified high priority areas.
- PD for staff on differentiation strategies for TDA students across all content areas.

Feb. 1:

- Continue ELA learning walks with the principal and TLS.
- ELA learning walks and formal observations on best practices in reading fluency, comprehension, effective writing skills and higher order questioning.
- Continue PD for all staff on the RTI model.
- Continue PD on open response opportunities that is in alignment with state assessments.
- Continue PD and review ELL strategies that are built into ELA class plans.
- Continue to monitor assessment data including: STAR, MCAS and formative assessments to make mid-year adjustments to instruction.
- Continue to work with TLS and SILT on effective coaching strategies in high priority areas.
- Follow-up PD on the efficacy of differentiation in the classroom and student achievement.
- MOY STAR assessment administered, analyzed and used to drive instruction.

May 1:

- Continue to analyze MCAS retake data and STAR progress monitoring to direct RTI intervention prior to state assessments.
- Continue ELA learning walks and formal observations on best practices in reading fluency, comprehension, effective writing skills and higher order questioning.

<b>Roadmap</b>											
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	
<b>ELA Learning Walks</b>											
Fluency, comprehension, higher order questioning, ELL strategies, data informed planning, RTI intervention.											
<b>Professional Development</b>											
Identifying “look fors” best practices in ELA: differentiation, higher order questioning, fluency, comprehension, ELL strategies, IEP accomodations within the classroom, and RTI strategies.											
Release of responsibility, effective writing strategies, open response preparation.											
Creating effective and engaging lesson planning that are student-centered and data driven.											
<b>Curriculum</b>											
Obtain aligned materials from LRE to aid in lesson planning and implementation.											
Development of engaging and rigorous lesson plans.											
Coaching plans developed and implemented for high priority areas.											
<b>Data review and analysis</b>											
STAR assessment: BOY, MOY, EOY											
MCAS 2.0											

## Initiative 2: Math



**Team Members:** Principal, TLS, Math Teachers

### **Final Outcomes:**

#### **Teacher Practice Goals**

- By EOY, TDA teachers will implement lesson plans that are rigorous, standards based and in alignment with the LRE programs from which students are referred. These lessons must be student centered, engaging and data driven to help close the educational gap indicated by STAR assessments.
- By EOY, TDA teachers will utilize deeper comprehension exercises and annotation techniques (CUBES) in preparation for open response questions found on state assessments on a weekly basis.
- BY EOY, TDA teachers will develop and implement effective RTI groups and strategies to target high priority students and the need to fill educational gaps in the area of math created by our students emotional/ health disabilities and lack of continuity in their education.

#### **Student Learning Goals**

- By EOY, TDA students will demonstrate a reduction of students identified as “not proficient” by 40%.
- By EOY, at least 10% of TDA students will move up one category from “warning” to “needs improvement” or “proficient” to advanced.”

This will be measured by STAR and MCAS Assessment.

### **What this means for teachers:**

1. Teachers will work towards more in-depth lesson planning and class preparation that includes: rigorous lessons aligned with district curriculum, assessing student progress on a frequent basis that will help to make corrections in real time, develop district connections with other schools to collaborate on grade level lessons and interweave reteach plans for RTI students.
2. Teachers will continue to make the shift from being teacher-centered to being student-centered in delivering instruction. This includes placing more time and planning on the “you do” of the release of responsibility.
3. Teachers will submit lessons plans to the Principal to collaborate and improve their planning process.
4. Teachers will collaborate with the TLS on coaching opportunities and be open to receiving direct peer feedback on practice improvements that will engage students.
5. Teachers will be provided direct feedback from learning walks with OI and formal observations on lesson delivery, student engagement and use of data to drive instruction.
6. Teachers will be provided the curriculum and materials afforded to the LRE that students are referred from to ensure continuity of education.
7. Teachers will focus on annotation techniques and comprehension when lesson planning and implementing appropriate skills that students can apply during state testing.

**What this means for building leadership:**

1. Principal will provide written feedback through formal observations on the link between lesson planning and student achievement in class. The focus will be on “planning to learn” based on individual needs.
2. Principal will work with TLS to provide individual coaching for teachers through coaching plans, observations, direct feedback and review of lesson plans.
3. Principal will assist SILT and RTI teams in analyzing progress monitoring data that will help drive instruction and reteach plans.
4. Principal will collaborate with other district leaders through learning walks on best practices, targeted PD and specific teacher intervention.
5. Principal will collaborate with OI Liaison on the development of targeted intervention, from lesson planning to assessment analysis. This will include learning walks, standing meetings and shared data analysis.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- Learning walks with principal, TLS, OI liaison, focusing on math comprehension, fluency, accuracy, application and connection to student lives.
- RTI groups identified, meet bi-weekly and intervention plans implemented.
- BOY STAR assessment administered, analyzed and used to drive instruction.
- MCAS 2.0 results used to conference with students, develop individualized reteach plans/goals and set student schedules.
- TLS to support math teachers with coaching, content understanding, student engagement and planning.
- PD for staff on differentiation strategies for TDA students across all content areas.
- Teachers received aligned materials from LRE.
- ELL strategies are implanted in all classes and monitored by learning walks, observations and ELL building based support personnel.

Feb. 1:

- Continue learning walks with the principal and TLS.
- Continue PD for all staff on the RTI model.
- Continue PD on open response opportunities that is in alignment with state assessments.
- Continue PD and review ELL strategies that are built into ELA class plans.
- Continue to monitor assessment data including: STAR, MCAS and formative assessments to make mid-year adjustments to instruction.
- Continue to work with TLS and SILT on effective coaching strategies in high priority areas.
- Follow-up PD on the efficacy of differentiation in the classroom and student achievement.
- MOY STAR assessment

May 1:

- Continue to analyze MCAS retake data and STAR progress monitoring to direct RTI intervention prior to state assessments.
- Continue math learning walks focusing on math comprehension, fluency, accuracy, application and connection to student lives.



	<p>given, analyzed and used to drive instruction.</p> <ul style="list-style-type: none"><li>➤ Continue math learning walks focusing on math comprehension, fluency, accuracy, application and connection to student lives.</li></ul>	
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## Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Math Learning Walks</b>										
Fluency, comprehension, accuracy, application and connection to student lives, ELL strategies, data informed planning, RTI intervention.										
<b>Professional Development</b>										
Identifying “look fors” best practices in Math: differentiation, higher order thinking, fluency, comprehension, ELL strategies, IEP accomodations within the classroom, RTI strategies.										
Release of Responsibility, effective writing strategies, open response preparation.										
Creating effective and engaging lesson planning that is student centered and data driven.										
<b>Curriculum</b>										
Obtain aligned materials from LRE to aid in lesson planning and implementation.										
Development of engaging and rigorous lesson plans.										
Coaching plans developed and implemented for high priority areas.										
<b>Data review and analysis</b>										
STAR assessment: BOY, MOY, EOY										
MCAS 2.0										

# Initiative 3: SEL (Social Emotional Learning)



**Team Members:** Principal, SACs, Behaviorists, Teachers

**Final Outcomes:**

1. By EOY, teachers will have a working knowledge of “Social Learning” and the “Zones of Regulation” and be able to provide the appropriate level of support for students when they indicate a level of distress.
2. By EOY, students will learn and be able to implement appropriate strategies as indicated on the “Zones of Regulation” that will allow them to remain in the class and access their curriculum/time on learning, while decreasing the frequency/intensity of behavioral incidents.

**Teacher Practice Goals**

1. Faculty/staff will learn and teach key concepts of “Social Thinking” so that it may become a school wide curriculum as any core subject.
2. Teachers and counselors will implement indicated coping strategies/tools to teach self-regulation skills with increasing independence.
3. Counselors will implement “Social Thinking” curriculum within their clinical groups on a weekly basis.
4. Teachers and counselors will effectively collaborate to develop and implement classroom based coping strategies for individual students as both indicated on their IEP and baseline functioning.

**Student Learning Goals**

- Students will develop a working knowledge of the “Social Learning” and the “Zones of Regulation” and be able to identify/implement effective strategies for self-regulation that allows them to remain in class to access their curriculum.

**What this means for teachers:**

1. Teachers and counselors will be provided the curriculum for the “Zones of Regulation” and “Social Thinking” to be implemented school-wide.
2. Teachers, counselors and principal will collaborate to effectively implement this curriculum and use it on a daily basis.
3. Data will be collected for students that express levels of distress and their use of this curriculum to analyze and make mid-year corrections.

**What this means for building leadership:**

1. Principal will support clinical team to implement “Social Thinking” school-wide.
2. Principal will meet with clinical team weekly to review pertinent data and help in making individualized interventions.
3. Principal will support all staff in making a consistent set of expectations for meeting student needs.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- All faculty/staff will receive the “Social Thinking” and “Zones of Regulation” curriculum and

Feb. 1:



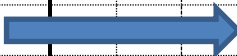




- SACs will fully implement this curriculum within group

May 1:

- “Social Thinking” curriculum will be fully embedded in TDA’s

<p>participate in PD on its effective use.</p> <ul style="list-style-type: none"> <li>➤ Clinical team will meet with the principal weekly to review key student data and make individual intervention plans.</li> </ul>	<p>and individual therapy.</p> <ul style="list-style-type: none"> <li>➤ Teachers will continue to collaborate with SACs in learning to implement curriculum within the classroom.</li> <li>➤ PD will continue to be modified as indicated by student behavioral data analysis.</li> <li>➤ Clinical team will continue to review and modify student intervention plans as necessary.</li> </ul>	<p>therapeutic milieu.</p> <ul style="list-style-type: none"> <li>➤ Students will be able to self-identify and regulate on an improved basis as indicated in clinical data review.</li> </ul>
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## Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b><u>Providing all faculty/staff with necessary materials to learn and implement “Social Thinking” curriculum.</u></b>										
Special Education Department will provide books and curriculum to TDA staff.										
PD will be offered to SACs/Behavior Assistants.										
PD will be offered to teachers.										
<b><u>Developing a clear system to implement, collect data and monitor</u></b>										
A clear set of expectations will be developed and implemented.										
Weekly standing meetings will be established to review pertinent data and make improvement plans.										
Clinical groups will be observed to ensure efficacy and fidelity.										
BBST will meet weekly to identify high-risk student cases and develop targeted interventions beyond “Social Thinking” curriculum.										

# Initiative 4: Parent and Community Outreach



**Team Members:** Principal, TLS, Teachers, Counselors, Behavior Assistants, Paraprofessionals

**Final Outcomes:**

By EOY, TDA will develop and implement a multi-tiered approach to engage all parents of TDA students and appropriate community agencies. This effort will focus on developing a connection between home and school, parenting strategies for students with disabilities, accessing community supports and the process of transitioning students to independent living.

**Teacher Practice Goals**

1. Teachers will participate in at least one family engagement activity after school that focuses on skill building of the student and the family.
2. Teachers will incorporate independent living skills into daily curriculum to make the connection between content area and how it impacts students' lives presently and after transition beyond high school.
3. Counselors will develop trusting and effective relationships with all parents of students on their caseload. This will include frequent communication, home visit and school-based gathering opportunities.

**Student Learning Goal**

- Students will benefit from the increased effort in connecting home, community and school to realize an increase in attendance, achievement and community connection.

**What this means for teachers:**

1. Teachers will document efforts to communicate with families, community partners and after-school events they attend.
2. Teachers will collaborate with all members of TDA to help build the connection between content and application after high school including: vocational skills, money management and independent living skills.
3. Counselors will collaborate with community partners, businesses and agencies to help bridge the gap between school and life beyond high school. This can include job placement, volunteer opportunities or accessing health services.

**What this means for building leadership:**

1. Principal will lead and facilitate all engagement opportunities with families and community partners.
2. Principal will frequently analyze performance data (attendance, suspension, dropout) to evaluate the effectiveness of engagement strategies and make improvements as necessary.
3. Principal will support teachers in working with resistant students, relationship building, creating a positive school climate of support, dealing with conflictual relationships and building the connection with community business/partners.

**Key Milestones (to be monitored at elementary, middle and high school levels):**

Nov. 1:

- TDA support staff will meet weekly to identify at-risk

Feb. 1:

- At least 3 after school engagement opportunities

May 1:

- 75% of all TDA families will have participated

<p>students/families and work to identify appropriate community supports.</p> <ul style="list-style-type: none"> <li>➤ PD will be offered to support staff in dealing with resistant families, building relationships and engagement strategies.</li> <li>➤ A calendar will be developed for upcoming engagement opportunities and will be sent to all families.</li> <li>➤ Staff will outreach local businesses and agencies to build partnerships and support for TDA and its students.</li> <li>➤ Local student moral improvement groups will engage identified TDA students during school hours.</li> </ul>	<p>for parents will be planned and implemented.</p> <ul style="list-style-type: none"> <li>➤ At least 2 (during school hours) engagement opportunities for parents will be planned and implemented.</li> <li>➤ Continued weekly support staff meetings to identify at-risk students/families and work to identify appropriate community supports.</li> <li>➤ PD will continue to be offered to help staff in dealing with resistant families, building relationships and engagement strategies.</li> <li>➤ 50% of all TDA families will have participated in either a during or after-school engagement opportunity.</li> </ul>	<p>in either a during or after-school engagement opportunity.</p> <ul style="list-style-type: none"> <li>➤ Data will be collected on effectiveness and will be used for planning of 18/19 SY initiatives.</li> </ul>
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<b>Roadmap</b>											
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	
Support staff will identify at-risk student/families.											
PD will be developed and implemented on working with resistant families and students.											
Calendar of TDA events will be created and sent to all stakeholders.											
Student engagement/morale-building groups will begin meeting with students on a weekly basis.											
Engagement activities implemented (during and after school).											
Staff will outreach local businesses/community partners to align identified students with specific support.											
Data will be collected to analyze effectiveness of actions.											
Review of 17/18 SY will drive planning for 18/19 SY.											



**Section 4. Develop a targeted PD plan to support SIP**

*Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

**(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?**

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Teachers creating challenging and appropriate lesson plans in the areas of math and English where students are required to demonstrate deeper levels of comprehension and the ability to accurately problem solve.	Teachers-Weekly submitted lesson plans are utilizing Blooms Taxonomy to challenge students’ understanding of key concepts and pull details from readings to demonstrate deeper understanding. Teachers will follow through on their lesson plans with fidelity.	Teachers have been understanding and willing to modify the planning of lessons to meet the needs of IEP students.  Teachers have shown the ability to make mid-course corrections and modify delivery of instruction based on the needs of the population.	Teachers will increase the academic demand and rigor of planned classes. Teachers will challenge students to express their knowledge through increasingly difficult analysis by using higher-order questioning from Blooms Taxonomy.
Teachers will plan and conduct classes with the “student” in mind, rather than focusing on covering volumes of content.	Daily classes will encompass best practices that lead to student achievement and allow students to struggle with challenges, learn how to problem solve and spend the majority of class time as the center of the lesson (larger focus on the “you do” in the Release of Responsibility model). Other practices should include: building a class culture of acceptance, willingness to take on challenges, high expectations, explicit differentiation and value	Release of Responsibility model has been implemented for one year. PD has and continues to be offered regarding this subject.	Teachers need to move the amount of time focused on teacher led, “I Do” to the student-centered “You Do.”  Teachers need to raise the bar in levels of academic expectation, despite each student having a significant academic gap due to their emotional/health disability preventing them from accessing education historically. Each student needs to be working on grade-level curriculum.

	in each students individual education.		
Support staff will learn and implement the “Social Thinking” curriculum and help to instill it with the school culture and daily practice.	Teachers will be able to identify the various levels within the “Zones of Regulation” and be able to direct students to use the appropriate coping strategies as needed to be available to access their content curriculum.	The majority of teachers are well-versed in how disabilities impact learning and have the ability to appropriately utilize accommodations to help students access curriculum.	Teachers become proactive and utilize the “Social Thinking” curriculum on a daily basis.
Increasing the participation in parent and community engagement.	All TDA staff will be able to engage resistant students and families both in the classroom and outside school to help develop a trusting relationship that enables students to feel safe to take academic risks and learn outside their comfort zone.	All TDA staff have participated in engagement activities and have successfully reached out to more than 50% of all possible TDA families.	With the effort of all TDA staff working to engage parents, every TDA student and their family will be engaged on some level in their student’s education and the school community.

**(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.**

*This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.*

**EXAMPLE**

<b>Focus area 1:</b>	Using data to inform instruction		
<b>Instructional strategy:</b>	Checks for understanding	<b>Approximate dates:</b>	Oct. – Dec. (approx. 10 weeks)
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most		

	important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points	
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc	
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content	Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding	
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding	

<b>Focus area 1:</b>	Creating challenging and appropriate class lessons to promote comprehension skills		
<b>Instructional strategies:</b>	Reading comprehension and analytical writing techniques	<b>Approximate dates:</b>	Sept. 2017-June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
Sept. PD session 1	RTI-creation of groups and reteach plans		STAR data review
Oct. staff meeting	Lesson planning look fors		
Dec. PD session 2	Executive functioning, helping students focus on what is important		
Feb. PD session 2	Graphic organizer use in open response writing on standardized testing		
Mar. PD session 2	Annotation use in math open response writing		
Apr. PD session 2	Student self-assessment, goal setting and conferencing		

<b>Focus area 2:</b>	Creating student-centered classes that focus on the “we” and not “me”		
<b>Instructional strategies:</b>	Student centered classes and “Release of Responsibility”	<b>Approximate dates:</b>	Sept. 2017- June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
Sept. staff meeting	Student engagement (developing a student centered lesson)		
Sept. TCT	Differentiation skills and implementation		
Oct. PD session 1	Blooms Taxonomy and higher order questioning		
Dec. staff meeting	Check in “lesson planning look fors”		
Jan. PD session 1	Release of Responsibility		
Apr. PD session 1	Tools for long composition writing assignments		

<b>Focus area 3:</b>	Implementation of the “Social Thinking” curriculum		
<b>Instructional strategies:</b>	“Zones of Regulation”	<b>Approximate dates:</b>	Sept. 2017-June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
Sept. PD session 2	Classroom management and teaching social interactions		
Oct. PD session 2	Zones of Regulation	Materials from SPED Dept.	
Nov. PD session 2	Student engagement and creating a socially safe classroom		
Feb. PD session 1	Review of Social Thinking and Zones of Regulation	Data collection on effectiveness	
Mar. PD session 1	Substance abuse and its effects on social functioning		

<b>Focus area 4:</b>	Increasing parent and community engagement		
<b>Instructional strategies:</b>	Therapeutic alliances and trust building	<b>Approximate Dates:</b>	Sept. 2017-June 2018
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Meeting</b>	
Sept. SILT meeting	Engaging families, dealing with stress and trauma		
Nov. staff meeting	Reaching out to families identified as resistant		
Dec. PD session 1	Helping students access community supports		
Feb. staff meeting	Data review of success, plan for revisions on engagement		